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ABSTRACT

This issue of "Focus" includes nine essays addressing various concerns related to curriculum, theory, research, teaching strategies, student and faculty issues, and other matters pertinent to the Utah community colleges. The issue contains: (1) "Comment: Making Quality 'Job One' in the Community College," by Don A. Carpenter; (2) "Colloquium with Part-Time Faculty: A Conversation about Excellence," by Elizabeth A. Nist, which describes the development of the Utah Valley Community College's writing program; (3) "Strategic Planning, Community Colleges, and Diminishing Resources (Or, How Can I Survive in Tight Times?)" by Carol Berrey; (4) "From the Ivory Tower," by Douglas D. Alder, which describes a career move from university professor to two-year college president; (5) "Stranger in a Strange Land," by Craig Natzke, which discusses the challenges and rewards encountered by a non-Mormon educator in Utah; (6) "Making Our Colleges More International: Promoting a Sense of World Community," by Mary Ann Christison, which stresses the importance of international student programs, study and travel abroad, foreign language instruction, and faculty exchanges; (7) "Integrating Computers into the Curriculum: The Path of Least Resistance," by Nancy Smith, which reports on a study comparing instruction in typewriting and keyboarding taught on typewriters and personal computers; (8) "Computers in Composition: Finding New Connections," by Linda M. Cunningham, which discusses the many ways in which computers are being used at Salt Lake Community College; and (9) "Articulating a Lifelong Comprehensive Curriculum: Education for the Whole Person," by Happi T. Hansen. (EJV)

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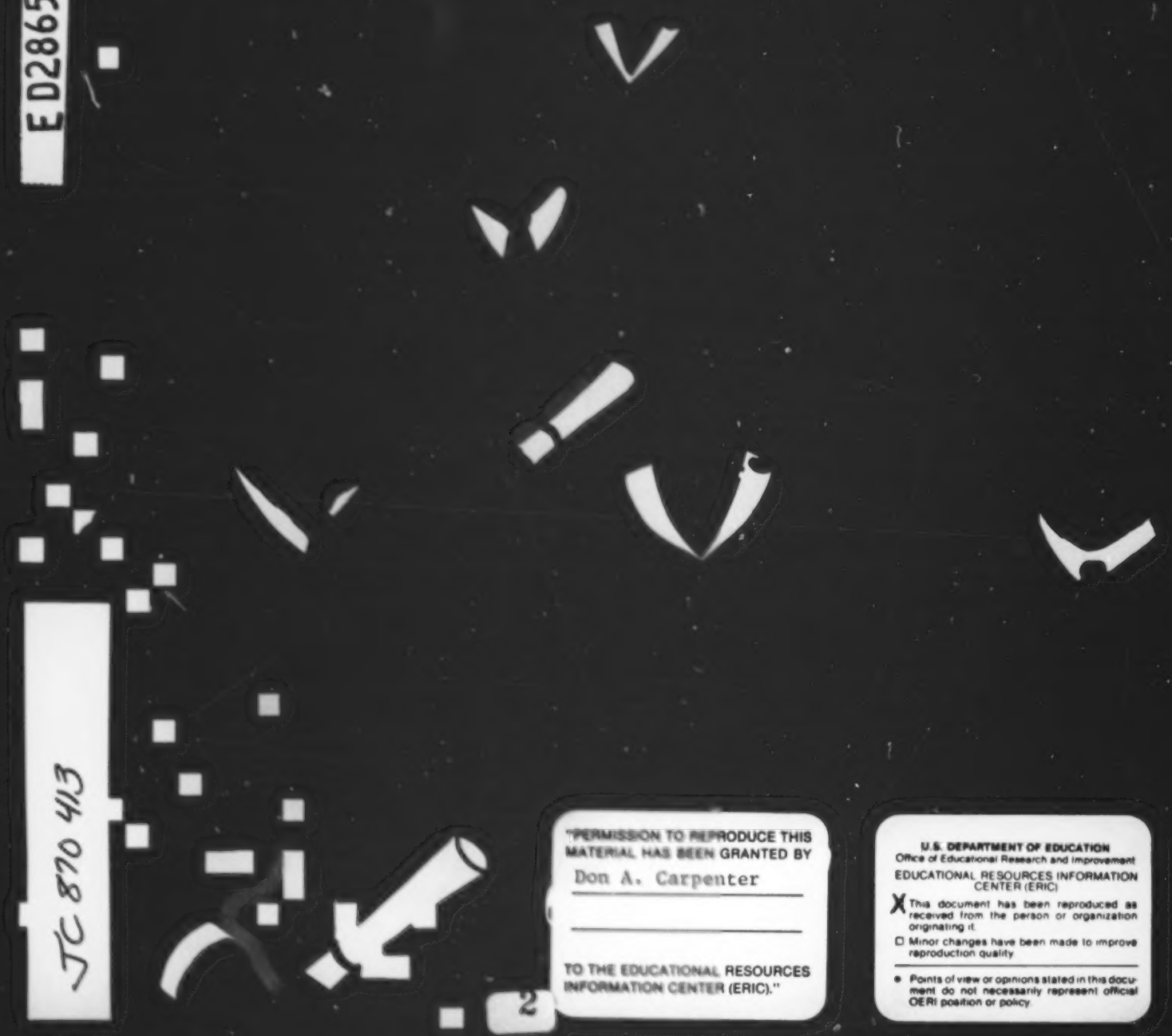

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Editorial Comment

MAKING QUALITY "JOB ONE" IN THE COMMUNITY COLLEGE

Don A. Carpenter

A major American auto maker uses the phrase, "Quality is job one." While grammar is clearly not job one at that company, the emphasis on developing quality products comes through. What about the products of higher education? How do we define quality in Utah colleges and universities? Is there one definition that fits all educational levels? How can faculty and administrators best respond to the national reports calling for reform in undergraduate education? How do we address the rising state/public interest in promoting integrity and accountability in our colleges and universities?

In adopting a new Utah Higher Education Master Plan earlier this year, members of the State Board of Regents struggled long and hard over the question of how to enhance and preserve a superior quality system of colleges and universitites. In fact, faced by Utah's rising student population and uncertain economic environment, the Regents felt so strongly about quality that they resolved to limit access both to the system and to particular institutions should funding become insufficient to maintain quality.

An introductory statement in the Master Plan cites dramatic enrollment growth and inadequate state revenues as serious challenges to the simultaneous pursuit of both *access* and *quality*. "To promote quality without providing wide access would be to abandon a basic tenet of public higher education. But to offer full access to mediocre programs would be myopic, deceptive, and a disservice to students in a highly competitive world." (Utah Higher Education Master Plan, Executive Summary, 1987, p. 1) After serious debate during a Board retreat, quality of programs, not quantity of offerings, emerged as the first priority of the Regents.

Defining Quality

Quality, of course, means different things to different people, as well as to different institutions. This editorial explores what quality means to community colleges. Dale Parnell, President of the American Association of Community and Junior Colleges, believes there is some fuzzy thinking about the whole notion of quality in education. He relates that when Lester Maddox was governor of Georgia, a network television reporter asked the Governor why the state was having so much trouble with its prison system. Maddox leaned back in his chair and said, "The trouble with Georgia prisons is that we need a better brand of prisoner." (Parnell, 1985, p. 87).

Some reformers seem to want to apply this logic to education. But while exclusivity, or "a better brand of prisoner," may be the means for Harvard and the Ivy League to achieve quality, defining excellence through tougher admissions standards is brashly challenged by the nation's "open door" community colleges. If better screening were the answer to quality, any institution, including the community college, could achieve rapid success. The solution

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would be to admit only those who scored 28 and above on the ACT and 1200 or higher on the SAT. Excluded immediately would be many vocational-technical students, most senior citizens, high school dropouts seeking a second chance, most adults requiring career updating to stay in the job market, and average students who simply want the opportunity to pursue further education. The few selected from thousands of applicants would enter and be enrolled by definition in a "high quality" institution. This definition, however, speaks more to the quality of the studentbody at entrance than to what happens to students educationally after they arrive on campus. Community colleges believe that exit requirements are more important than entrance requirements, and that the "value added" to students enrolled is a more defensible measure of quality.

As followup to the new Master Plan, I think it's time for a healthy dialogue on each Utah campus regarding what quality really means. Is quality to be measured by standards for admitting or screening out students? Is it to be measured solely in the status achieved by faculty members through grants obtained or research conducted? Is quality somehow attributed to institutions on the basis of public image gained through success on the athletic field, through promotion of special events, or through the ability of presidents to acquire new buildings on campus? Or, can quality be measured in the progress made by students while enrolled at an institution, regardless of how prepared they were to succeed when they entered?

Value Added Quality

A basic tenet of American democracy is that each person should have the freedom and opportunity to become all that he or she is capable of becoming. All higher education institutions assist in this human development process. If a high school valedictorian remains an "A" student at a selective university, both that person and society benefit. But if a "D" or "C" student in high school attends a community college and improves significantly, successfully entering the job market or transferring to a four-year institution, who can say that the "value added" does not indicate the presence of —might we say it?— superior quality! However, in order for community colleges to claim this quality, it is necessary for each college to define clearly what it is trying to accomplish and then to work and achieve excellence within that role.

Talent Development

Alexander Astin suggests that a "talent development" view of excellence is superior to traditional notions that judge institutions on the basis of resources or reputation. His view of quality requires a different value system in which student growth and development are the central concerns of an institution. Unlike reputational and resource approaches toward indentifying institutional quality, the talent development view does not restrict the designation of excellence to a few well-funded and selective colleges and universities. Any institution claiming excellence in developing the intellectual growth and talents of students, however, should be willing to manifest a commitment to that mission by collecting and disseminating before-and-after data on student learning and progress. This constitutes a commitment to self-scrutiny and assessment as well as to public accountability. (Astin, 1985, pp. 76-77)

Some educators would have us believe that quality is so difficult to define that we should abandon the effort. I disagree. Quality is not an irrelevant issue, and it is not unmeasurable. However, the Regents wisely concluded that "quality standards should not and cannot be the same at each institution, or for programs within each institution, in a system so diverse as the Utah System of Higher Education." (Utah Higher Education Master Plan, Accountability and Quality, p. 1)

Institutionally Defined Quality

As stated in the new Utah Higher Education Master Plan, quality enhancement first requires

institutional definitions of the standards of quality sought for the various programs, departments, and offerings provided. Since community colleges focus primarily on teaching and learning, I believe that quality in community colleges should be defined as student success, measured largely in terms of transfer achievement and occupational performance. Do community college students pursuing transfer goals remain to complete associate degrees and move on to four-year institutions? How do they compete at the next level of instruction? What kind of grades do they achieve? Do they compare favorably with those who started out at the four-year college or university? Are they contributors to the community of scholars they join? Do students seeking occupational objectives complete their programs of study and get jobs? How effective are they in those jobs? Do they have the technical and human skills to remain employed or to advance in their occupations?

The above questions speak to the overarching ends and products of Utah community colleges. To the extent that we define institutional objectives, measure progress in these areas, and successfully move students toward reaching their goals, we can attest without equivocation that our community colleges are institutions of high quality. If questions like the above are not asked, if our goals are not defined and examined, how can we speak of quality?

Student Assessment

Recognizing the need to enhance and preserve quality and to provide greater public accountability for the programs of higher education, the Utah Board of Regents, through their new Master Plan, now require that "an appropriate system of regular student educational assessment be continued on each campus, with the institutions assuming responsibility for developing the actual processes and procedures to be used to assess students and evaluate quality." Moreover, the Regents have asked that "ability assessment at entrance for purposes of academic advisement and placement be basic to the assessment system at each institution." (*Ibid.*, p. 11.)

The Board requires a report of each institution's assessment system at least every five years, including decisions and actions brought about or influenced by the system of evaluation. Types and levels of student assessment that are proposed for consideration by the institutions in designing assessment programs include: (*Ibid.*)

- "value-added" student outcomes assessment
- assessment of "cognitive learning" and "skill development"
- professional or field-related assessment at graduation
- periodic, ongoing assessment of student opinions regarding their collegiate experience
- assessing the opinions of students who transfer or otherwise leave the institution, including their reasons for leaving
- career and job placement records of graduates
- longitudinal assessment of student perceptions of their higher education experience five years or more after graduation

Improved Articulation

Enrollment management provisions of the Master Plan also call for greater differentiation in admissions standards and tuition policies at the universities, state colleges, and community colleges. With these changes and evolution of

the two urban technical colleges into comprehensive community colleges, the Regents envision a higher percentage of future Utah students entering community colleges as freshmen. As these changes occur, the need becomes greater for improved articulation for community college students transferring to four-year institutions.

Recognizing the needs of transfer students, the Regents last June approved an articulation guidebook for lower division programs in Utah colleges and universities in business, education, engineering, and science. Other areas of the curriculum will be addressed in the months ahead. And to assist community college officials in their efforts to track the progress of their graduates who transfer, Utah's four-year institutions were asked to provide annual reports to the community colleges on the transfer students enrolled and their academic progress.

The above changes can be important milestones for Utah community colleges and the Utah System of Higher Education. But change has its challenges. If the new Master Plan is to work, wherein enrollments are managed to accommodate access to the system for thousands of new students in community colleges, that access must be access to high quality programs. Community college students who transfer must be able to complete lower division courses with standards and rigor equal to or greater than those of four-year institutions, and those who leave to enter the workforce must be prepared to succeed in an increasingly competitive job market.

Job One

While it may not be good use of the English language to say that quality is job one, we should be able to say, along with the Regents, that providing high quality education and training, appropriately defined and measured, is the number one priority of Utah's five community colleges.

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COLLOQUIUM: A CONVERSATION ABOUT EXCELLENCE

Elizabeth A. Nist

Running a quality academic program with adjunct or part-time faculty is a challenge fraught with politics and frustration. As college budget cuts continue to be regular quarterly events, the pressures increase; and, here in Utah, enrollments often increase as well, while funding per student decreases. Tight budgets, enrollment fluctuations, and an abundant supply of qualified teachers (especially in language, composition, humanities, and social science programs) contribute to the widespread use of part-time postsecondary teachers (Torgovnick, 1982). This well-documented national trend (Wallace, 1987) has been going on long enough now for us to realize the consequences — the conflicts and issues evidenced most recently by the publication of "The Wyoming Conference Resolution opposing Unfair Salaries and Working Conditions for Post-Secondary Teachers of Writing" (Robertson, et al., 1987). Studies, articles, conferences, books and handbooks on part-time academic employment abound (Wallace, 1984).

Nevertheless, improvements in programs employing part-time faculty come about very slowly. All of us talk a lot about excellence in education. Yet most department chairs (at some time or other and for a variety of reasons) hire hourly teachers the day before classes begin, hand them a sketchy course outline, a textbook, a room number, and a W-4 form. Often these part-timers are not seen again until it's time to staff sections the next quarter — and then one desperately hopes their names will still be on the "available" list. Well, we've all talked a lot about excellence — but maybe not with the right people.

The Challenge

The design of our writing program at Utah Valley Community College came about in response to these kinds of serious problems and issues. First, like many technical and community colleges, we have a high ratio of adjunct to contract faculty (about 67 percent of our general education courses are taught by part-timers). Second, the role of our college is expanding from a state vocational training center to a fully accredited community college with over 6,000 students pursuing certificate, A.A.S., A.S., and A.A. degree programs in a variety of majors. In addition, because of our open admissions policy, the writing skills of entering students vary greatly, as do their needs depending on their career goals. We want a program that takes a positive approach to remedying deficient skills and yet is flexible in addressing student needs; at the same time, the quality of this program must rest on a professional *part-time* faculty.

The UVCC Writing Program really began in the spring of 1984. At that time we had a part-time faculty room that was a true "court of inequity" furnished with a set of sketchy course outlines, a departmental text, and a lot of complaints about everything. The English Committee (composed of three literature teachers, two office education faculty, and one

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composition teacher — all contract faculty) made departmental decisions, and the part-timers lived with the consequences. Members of the two groups spoke rarely, and the contract faculty usually didn't even know the names of their adjunct colleagues. Sound familiar?

The UVCC English Colloquium: A Model

As the only contract faculty member teaching composition at that time, I proposed a colloquium concept to the department chairperson who liked the idea and arranged funding for 1984-85. For me, this name for a group of regular and adjunct faculty came out of the original Latin meaning of the word *colloquium:* a conversation; a talking together; and, sometimes, a staff-development seminar. The adjunct faculty were to be (and still are) paid their regular hourly rate to attend; contract composition faculty were also expected to participate.

In preparation for the following fall quarter, I spent the summer drafting a teachers' manual for ENG 101. Since we paid part-time faculty only for contact hours, it seemed logigal to make class preparation as easy as possible. The manual had to be clear, simple, comprehensive, time-saving, and useful. It also had to be flexible enough to accommodate different teacher personalities, talents, and methods of presentation. The loose-leaf format allowed each teacher to personalize the contents. Word processing and disk storage of text made the project practical; and this manual has been revised easily as priorities, course content, approaches, and techniques change. As the program has developed, we've become less bound to specific lesson plans. Manuals for our other writing courses were also drafted along with a preface of materials to be used in the fall orientation and workshops.

In September 1984, I walked into that first Colloquium meeting with the manuals in my arms, almost as a peace-offering. However, the meetings during that first fall quarter seemed to bog down in awkwardness. "Well, what do we do next?" They didn't seem to resent attending; there just didn't seem to be anything to do (or so much to do that no one wanted to get started). The colloquium had supposedly given the adjunct faculty a voice; but in the beginning it seemed none knew quite what to say and, perhaps, they didn't trust that they would be heard. About the fourth meeting, the main agenda item was drafting the departmental final exams for that quarter. This was a manageable problem that the group could attack and resolve in one session. Also, it was not a politically loaded topic like voting rights or the role of grammar in the writing program. We had to begin with the simpler, safer tasks. Since then rapport and trust has grown among the teachers.

Issues Addressed

To continue the program, a contract faculty member appointed by the Dean of General Studies was given 25 percent release time to chair the Colloquium (however, the release time was cut in the 1986-87 budget). Nevertheless, this chairperson publishes all meeting agendas in advance and invites additional items. Minutes are taken by a department secretary, published and distributed to all writing program faculty.

The group has taken on some of the issues raised by adjunct faculty everywhere, including pay and benefits and teaching load. Working conditions have improved. Through Colloquium action class enrollment is now limited to 25 students. All adjunct faculty have a voice in course content and adoption decisions; they receive department memos and are invited to department meetings; they all have mailboxes; and those who teach the equivalent of a full-load have office space.

True Colloquia

Most ambitious of all, over the past two years the UVCC English Colloquium has developed a whole new writing program. We literally deleted all our old courses and designed new ones. In support of that effort, during the spring 1987, the Colloquium met as a staff development class carrying graduate credit: "Instruc-

tional Methods in College Writing Courses (3:3:0)." A formal course outline and funding proposal were drafted to establish the class. Resource people from throughout the state participated as discussion leaders of these sessions — true *colloquia* in the academic sense. Staff development funds were used to pay honoraria and reimburse travel expenses. The primary goal of the class was the development of a detailed syllabus for our new course: College Writing I. Sessions included discussions of course content priorities for freshman composition, peer and teacher responses to student writing, assignment design, computer-assisted composition instruction, and implementation of a placement essay. The spring course was so successful that a follow-up course is being offered in the fall.

Because of the success of the English Colloquium in improving the quality of the UVCC Writing Program, other disciplines are looking at this group as a model for running academic programs with a high ratio of adjunct faculty.

Essentials for Success

Several basic assumptions are essential for success. First, contract and adjunct faculty must participate together as colleagues. This means that all faculty are expected to attend meetings; adjunct faculty must be paid for their time either by hourly rate or pro-rated salary; and all members have an equal vote in the Colloquium. At the community college, adjunct faculty truly are professional colleagues meeting all the qualifications required for regular contract faculty — they are fully credentialled and experienced teachers holding the minimum of a MA degree in English composition and rhetoric or a closely related field.

Four-year universities who point at our high ratio of adjunct faculty as justification for demeaning our programs are committing a serious error in logic. Several years ago some of our present adjunct faculty were teaching-assistants at their universities, standing in front of their ENG 101 classes. Only now that these TA's have completed their graduate programs and have become mature, experienced, professional teachers, can we consider hiring them.

Each spring hourly positions are advertised, a formal search and interview process is followed, and candidates are ranked. In spite of the pay, the turnover rate is surprisingly low and the college has given preference to part-timers when contracts have become available. Their adjunct status is generally imposed by politics and budget, not by choice or lack of qualifications.

However, the fact that these adjunct faculty so severely outnumber contract faculty is threatening when one is talking about voting rights. The role of the Colloquium in department decision making was a sensitive issue. All participants have an equal vote in Colloquium meetings where adjunct faculty outnumber contract 25 to 5. However, there is also a Contract English Faculty Committee. Colloquium motions on department policy must be ratified by this Contract Faculty Committee in order to be implemented. When the Committee does not accept a Colloquium motion, it must respond with written justification to the Colloquium. The final responsibility for department policy continues to rest with contract faculty, but adjunct faculty have a strong voice in shaping that policy.

Progress has been easier at the departmental level than college-wide. Salaries for part-time faculty are deplorable; they receive no medical coverage, sick leave or tuition waivers; and they have no representation in the Faculty Senate. However, this coming fall, for the first time, there will be a distinguished teaching award for an adjunct faculty member.

Adjunct Not a Four-letter Word

Adjunct faculty are a "given" in continuing education and two-year college programs. We can ignore *part time* like a couple of four-letter words that are totally unacceptable in "professional" discourse (because of their poor working conditions and our insecurity in the face of their numbers). Or we can talk about excellence in education with the right people — our associate colleagues who can help us do

something about it. *Adjunct* is not a four-letter word.

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STRATEGIC PLANNING, COMMUNITY COLLEGES, AND DIMINISHING RESOURCES

(Or, How Can I Survive in Tight Times?)

Carol Berrey

Like many businesses and industries, Utah colleges are aware of the cloudy economic and demographic forecasts for the rest of the century. Many institutions feel strongly that they must be aggressive in planning for the new conditions or risk serious deterioration of the quantity and quality of their educational offerings. Institutions of higher learning have always done some planning, but planning in good times varies significantly from planning in hard times like the present. In response to the current situation, even institutions which used to rely on "seat-of-the-pants" planning are now hiring official "Strategic Planners" whose duties focus on charting the institution's couse during coming difficult years.

Nationally, the popularity of strategic planning has increased in proportion to the perceived gravity of the economic situation. Utah is no exception. The State suffered severe revenue shortfalls in the FY 1986-87. One of the painful effects of this lack of revenue was the Governor's demand that each institution of higher learning make a 6 percent cut in its budget, and that these cuts not be made across the board. Instead they targeted specific programs and/or functions deemed to be less "productive" or less in tune with the missions of each specific institution.

Utah's demographic and revenue projections indicate that the crisis may continue to the end of the century: Total state population will increase by 30 percent by the year 2000. In 1995 there will be 48 percent more school-age children in the state than in 1980. Yet revenues will continue problematic due to the widespread shift from high-paying production jobs to lower-paying service jobs.

Planning in Periods of Declining Resources

Studying educational organizations in periods of declining resources, Rubin (1980), Morgan (1982, 1984) and Keller (1983) have reported significant differences between planning in good times and in times of retrenchment. They have identified the several stages that most institutions go through in times of perceived crisis:

First, colleges attempt to meet relative or absolute resource shortages by identifying visible areas of waste, overfunding, or conspicuous departmental consumption. Organizational members are urged to be more efficient. The goal is to maintain the same levels of production or service with smaller expenditures of resources. This policy can take various forms, from recycling scrap paper, to putting a freeze on hiring new personnel.

When obvious areas of institutional fat have been eliminated but the crisis continues, the organization enters a new stage. In this second stage the college or university looks to diversify its services, or to expand its range of con-

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sumers. This move may take the form of courting students ignored in the past, such as minorities or displaced homemakers. The college might also offer new and high-demand programs, such as new technologies to attract new students or new grants. If this type of solution is unsuccessful, or impossible because it requires too much time or to many resources, the institution may decide that more drastic measures are necessary.

The college then enters the third stage of planning. Here institutional priorities are reassessed, mission statements are scrutinized, and both are sometimes redefined. Next, existing and proposed programs and departments are judged by their ability to contribute to the new vision of the institution. Programs and even departments that are not essential to the college's basic mission are targeted for elimination. As a final step, employees are reassigned to other departments, retrained, or informed that they will be terminated. This difficult and emotional period is characterized by uncertainty about jobs, security, raises, and the future in general.

Morale is usually affected negatively, and strong defensive feelings emerge. Rather than pulling together to accomplish the goals of the organization, individuals and units within the organization seek to protect themselves and to ensure their own survival at the expense of other people or other units.

Cyert and March (1963, reported in Morgan, 1982) studied this domain defense extensively. They found that people tend to protect and defend their own turf without measuring its value to the organization as a whole. the greater the threat, the stronger the tendency toward territoriality.

Decision Making in Periods of Declining Resources

Like planning, decision making is also affected when the organization faces prolonged periods of financial crisis. When resources are plentiful (money, space, time, equipment, etc.) decisions about who gets what are not particularly difficult. More often than not they are made by consensus. The organization can make "side payments," giving individuals or departments nonessential extras to keep them happy so that consensus is fairly easy to obtain. Everyone understands that there is a large pool of goodies available, and that their cooperation will be rewarded. If they don't get some this time around, it will be their turn next time.

When resources are scarce, making decisions on the basis of consensus is almost impossible because competition is more intense and there are not enough rewards to go around. As a result, there is a strong tendency to move decision making up the management ladder. Upper management feels the need to control the planning process to meet the crisis situation with vigorous responses. They believe that only a few at the top of the organization have "the broad picture" which allows them to make "rational" and "strategic" decisions which will allow the organization to survive the perilous times.

The consequences the college pays for bad decisions are higher in tight times. Because the margin for errors decreases as the available resources decline, the results of an incorrect decision are magnified. To protect the institution from gross errors, the rules by which routine decisions are made become much more explicit and enforcement is increased. Every expenditure must be justified and made to appear reasonable within the framework of the department's goals and the overall mission of the institution. Requests are no longer couched as desires but as vital needs for the continued func-

tioning of the program or the unit. For example, software updates are not just requested, they are also justified as being significant in attracting students to the program and in assuring state-of-the-art instruction.

Protecting My Program

When resources are declining and the crisis appears to be long term, savvy members of the organization begin to take stock of the situation and seek to create the conditions necessary to make both themselves and their programs vital to the institution. This requires skills in doing what Yates (1985) calls "political detecting." He urges organizational participants to consciously assess the politics of the institution and its members to identify underlyng value systems, power centers, external publics, perceptions and coalitions which are significant in the planning and decision-making processes. Armed with this information, an astute "dective" can prepare to weather even the most severe storms.

Dougherty (1979), who studied ten institutions in times of contraction, offers the following suggestions for those who would like to protect both themselves and their programs in difficult times:

1. Make both long-term and short-term plans. Don't be so ego-involved with your original plan that you are unwilling to adapt it to changing market or fiscal contingencies.
2. Increase quality and efficiency in the programs and services you offer.
3. Set your personal and departmental priorities in line with the mission and goals of your organization.
4. Develop relationships and networks with other departments and levels within your college, and with your counterparts in other institutions.
5. Monitor productivity and identify both your department's strengths and its weaknesses. Let others know about your strengths, and work on remedying your weaknesses.
6. Exert strong and capable leadership. First, understand the dynamics of the situation, and then work to translate it in positive terms to your faculty and staff. Negative situations can produce strong motivations for change and improvement if used correctly. Be aware also of the potential for losing good people who might feel that their growth potential is limited in a threatened program or college. Work with these people to show them how remaining with the institution will ultimately be in their own best interests.
7. Don't overextend yourself, or create financial problems of your own due to poor planning.
8. Enlarge your own and your department's functions whenever this can be done with existing personnel and equipment. Make yourself less expendable by increasing the organizational needs you meet.
9. Be flexible and willing to learn new roles or to adapt quickly to even major changes in the environment, whether internal or external to the organization. Take advantage of any opportunities (or create them yourself if they do not occur spontaneously) to get further training or increase your professional skills and expertise.

With effective application of these strategies, a savvy reading of the organizational culture, and extensive strategic planning on a personal level, both you and your institution can emerge from a period of retrenchment stronger and more competitive than ever.

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FROM THE IVORY TOWER

Douglas D. Alder

The telephone rang. One of my students from a decade ago, now on the faculty of Dixie College, told me of the unexpected vacancy in the presidency at St. George. He asked if he might submit my name. I was doubtful that a mere faculty member could be considered seriously. Besides, my wife had just redecorated our home — a statement that we had abandoned such ambitions. Three months after that phone call, the Board of Regents, in a surprise move, appointed me as the new president. We moved into the president's home in St. George within the month, still breathless.

So what is it like to move to a community college from a research university? Mostly, I have had to admit that I did not know much that had been developing in the community colleges. I was quite smug in my Ivory Tower. Even though I had been on the Dixie campus several times, I was barely aware of its ambitious efforts to stress academic excellence. I knew nothing of its relationship with the Washington County School District in an exemplary vocational program. Though General Education and Continuing Education were home ground for me, Vocational Education was terra incognita. I had to start learning quickly, on many fronts.

The intense loyalty and exemplary dedication that so many people have to this college — staff, faculty and alumni, was another discovery. It is something singular. Big universities also have their advocates but this town really feels that they own this place. They want me to know that it belongs to them. They are willing to give their time and means to see that it prospers. In many ways they see me as itinerant and they don't want me to bungle what they have worked so hard to establish.

Before arriving on campus I knew that teaching loads were higher than at the university and salaries were lower. The austerity that resulted from that formula was harder to justify as I faced each employee individually and realized that they were trying to support families on such incomes. It was even more painful as I encouraged many faculty members to pursue advanced degrees.

Despite these surprises, the basic similarities made me feel immediately at home. Teaching and learning is center stage at both institutions. The students have the same vibrancy, the same hesitancy to read beyond assignments, the same desire to succeed, the same striving for good grades, the same distrust of ambiguity, the same enthusiasm for athletic and social activities (a sure sign of a residential college.) The human potential is everywhere, especially in the returning adults who take their studies so seriously and elevate the intensity of the academic environment. Coincidentially, both institutions just happen to have a very active delegation of retirement folks who turn the campus into their own center. Here again I felt very much at home.

One of the best dimensions of my new setting was the positive approach to basic skills that thrives at the community college. Though

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my university had a fine writing laboratory, there was less enthusiasm for courses below the 100 level than at the college.

It was exciting to see the affirmation of academic democracy — the belief in a second chance, the determination to help students reach a level where they had a reasonable chance to succeed when they started the classes numbered in the 100s. Though some faculty are still critical of this effort, and some towns people too (suggesting that such students should return to the high school or should not consume taxes), I have found a general acceptance of remedial work and considerable skill in teaching such students. I can think of few wiser investments for a society.

Another surprise in the move was to discover that the community colleges were already well into private fund raising. I had been close to such efforts at the university and in civic organizations but was amazed to see the ambitious projects already funded at Dixie. It is clear that I will be occupied heavily in this area and that I have mentors already in place.

The biggest shock was the library. I had anguished over the inadequacies of the university library with its million volumes where critical accreditation reports sounded alarm. I had served on accreditation boards which exemined other universities and inspected their libraries. So I felt that the library was my bailiwick. It was clear that the community college library was not intended to support research. It does not need a hugh collection, especially not all of those expansive professional journals. Had I thought a bit, I would have remembered that the Dixie library was built to serve one third the number of students now on campus.

Still it was a shock. The building is simply not big enough to seat even half the basic standard suggested by the American Library Association. By that measure we should have five hundred seats. With the completion of another academic building soon, the basement of the library will be free for library use but even then we will only have about two hundred places. The library does have up-to-date technology; it was the first academic library in the state to be on line with its catalog and circulation. There are competent librarians who enjoy helping students and we have added titles regularly. But there just isn't enough. My work is cut out for me. Just more space and books, however, is not the only goal. In the last two decades great strides were taken with the building of the present library. Just expanding the facilities is not enough. We also need to increase the student's interest in information retrieval skills and to stimulate a greater excitement for reading. Similarly we need to involve the faculty more, to provide faculty study space and involve them in collection building. All of us need to discover the computer networks to information — the world of information will likely never sit still.

On the upbeat side, my wife and I have been thrilled to participate in the vibrant cultural scene. Our life has changed very little in this regard. We still go to as many plays, attend an excellent concert series, enjoy a community orchestra and a community choral society — just like our university town. We associate with many townspeople who throng to these events. We meet in book groups with them and find the civic life to be culturally rich. We miss an art museum and a weekly lecture series on campus. Here the shortage of resources is noticeable but the agenda for the future is hopeful.

The move to the community college did have one outstanding bit of irony. I suddenly found myself as the advocate for an outstanding athletic program! After cheering loyally for university teams that could only play the spoiler role some seasons, we were suddenly in the high atmosphere of the nationally-ranked and hosting a postseason bowl game. Though I've been known more as a promoter of books, I have moved fast to become an avid sports fan. Here again I had willing mentors, but much to learn.

Living in a college community means that one usually meets towngown tensions. In both the college town and the university town there are critics as well as boosters. The great American habit of criticizing government spending is alive in both towns. Presidents at both places receive anti-tax mail, critical letters to the edi

tors, lobbies about faculty members who are not in their offices during working hours, about staff members who are underutilized, about purchases that seem unwarranted, about teachers who stray from their discipline. Some businessmen see academia as inefficient and offer a list of personnel changes they would effect with dispatch.

This was no surprise but being in the direct line of fire is quite challenging instead of being a faculty member who expects the administrators to field the attacks. It is quite challenging because sometimes the critics are quite right. The American tradition of responsiveness between Higher Education and the society creates a healthy tension. There is much to be said about the importance of academic freedom because education needs some insulation from community pressure. Yet we are supported, virtually owned by the citizenry. We solicit their taxes and their philanthropy. We recruit their children. They often feel that entitles them to send along some free advice.

One delightful experience in making the move was to realize more clearly that I am still in the same system. A few years ago there was some talk of creating a separate board for the five community colleges. I was opposed to it as a member of a university faculty then and I feel even more strongly now as a member of a community college faculty. I realize that the colleges stood to find some advantages in such independence, but I think the losses were unknown. It has been exciting for me to discover the amazing degree of cooperation that exists among the nine presidents of the system.

I went to that council with some apprehension, expecting considerable positioning of the presidents to gain advantage for their own campuses. I expected to be completely outweighed by the big boys in the ring. Quite the contrary is the case. Actions are taken by consensus and as often favor the small campuses as the larger ones. In a state where the resource base is slender, we do better to work together. That same formula has worked best in St. George where college, city, and county often share resources. The state situation is similar.

Budget cutting has been terribly painful on a small campus because there is so little to trim. From the community college vantage point it seems like the universities can absorb a 1% cut without a wince while it quickly reaches the bone in a small institution. But a research institution is vulnerable too. It depends so much on attracting outside grants which may quickly dry up if the local matching and local prestige is diminished. When the budget cutting began this year, I was at the research university. I saw the ax cut out whole departments. Such severe action anywhere in the state is tragic.

So what is it like to move to a community college from a research university? The similarities far outweigh the differences. The interest of the faculties in their disciplines is similar — even to the point of the distance between the scientists and the humanists, the vocational teachers and the fine arts performers. The relationship between teacher and student is central on both campuses. I feel very much at home — especially with the open access philosophy which was long the attitude at Utah's universities. That they are now turning that over to us, in my estimation, will accrue to our benefit. The distinction of American education has been equality; there is room for the elite institutions but the main glory of our approach is to find talent widely spread and promote benefit throughout the society. That is a worthy objective for any lifetime.

STRANGER IN A STRANGE LAND

Craig Natzke

Being a non-Mormon in a nearly all Mormon culture in St. George, Utah, has propelled me on an intellectual and emotional rollercoaster ride for the past eight years. It has been intellectually invigorating, emotionally enervating, and rarely dull. It has been simultaneously frustrating and fulfilling, but mostly frustrating. I offer here some perspectives to living and teaching in Utah, and it is my hope that they may be helpful to other non-Mormons struggling out there, and to Mormon educators as well.

To an outsider perhaps the most distinguishing feature of the Mormon culture is its extreme ethnocentrism. The culture and its members are extremely resistant to outside influences and change. Their internal indoctrination and training so completely permeates members' whole beings that most become religious social group extremists who do not tolerate any outsiders. Most all members develop a high degree of cognitive dissonance to outside ideas. Unusual and somewhat atavistic social aberrations flourish in rural and urban southern Utah. Polygamists, survivalists, militant anti-government townshippers, income tax evaders, overzealous missionaries, John Birchers, and various other extreme right-wing groups abound to such a degree that they are considered commonplace in Utah. Suffice it to say that, particularly to an outsider, it is a very strange social environment indeed. I have frequently attempted to explain the existence of these social groups to friends and relatives outside Utah, and I have found that unless an individual has lived in Utah for several months or years, the extent and frequency of these social aberrations cannot be comprehended.

A Powerful Bureaucracy

The Mormon culture is the most powerful bureaucracy I have ever been a part of, as outsider or insider, as I consider my past experience in the military, in large universities, in exclusive social fraternities, and in government. The Mormon culture fits Max Weber's six principles of bureaucracy very tightly, with a significant variation on the sixth principle, however.

1. Fixed rules and procedures to complete tasks.
2. Hierarchy of offices with an associated structure of command.
3. Files which document actions taken.
4. Specialized training for the various functions within the bureaucracy.
5. An identifiable career structure.
6. Impersonal methods of dealing with officers and members (Weber, 1972).

The variation, of course, is that warm and personal methods are maintained between officers and members. Perhaps in this variation on Weber's original six principles is where the real strength of Mormon bureaucracy lies. The variation instills a strong loyalty in members which other bureaucracies lack. But here's the rub: if an officer or member breaks the rules, very impersonal methods come to bear in controlling and punishing this straying member. Shunning, disfellowshipping, and excommuni-

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cation are applied in varying degrees according to the offense, and methods of dealing with members can quickly become cruel and cold to the point that in the eyes of the group or bureaucracy, the individual ceases to exist.

Mechanical Solidarity

Still another interesting perspective is that the Mormon culture is overly concerned with order and maintaining order through external constraints. It's an excellent example of Emile Durkheim's concept of mechanical solidarity. Under mechanical solidarity the individual is strongly determined in his behavior by the collective conscience; that is, the traditions and beliefs of his society. He is born, has his existence as a child and adult, marries, and dies in the manner of his ancestors. Throughout life he knows his obligations. Religion is strong and the rules of law repressive, for to break the rules or the law is to challenge the very existence of the society (Durkheim, 1977). In stark contrast, many leading sociologists (including Mead, Weber, and Schutz) stress the importance of autonomous man, able to realize his full potential and to create a truly human social order only when freed from external constraint. As an educator I aspire to this latter goal and hope that other educators, non-Mormon and Mormon alike, would aspire to it as well.

Sociological Machiavellianism

The closed class system of the Mormon culture, however, has often forced me into a passive role and to make certain adjustments or compromises. I frequently engage in sociological Machiavellianism (Berger and Luckmann, 1967). I have come to understand the rules of the culture over the past eight years, and this understanding and my non-Mormon status allow me to circumvent many of the culture's rules. I can do this without the overwhelming guilt many active Mormons may suffer, and I make all attempts to keep my Machiavellianism ethically neutral. For example, in my short story class I strongly encourage students to ask deep and probing questions about any topic related to a story we are discussing (*any* topic). Students are free to pursue any line of thought without many of the conventional restrictions of the culture. A good example of a story which generates this kind of student inquiry is Dostoevski's "The Grand Inquisitor." After students realize they are not subject to the usual retaliation of the culture, they begin to trust our classroom forum and stretch their lines of inquiry more freely.

Why engage in Machiavellian behavior? The dividend energizes itself in sociological ecstacy (Berger, 1963). It affords the students, and myself, an opportunity to step or even stand outside the taken-for-granted routines of the culture. And for many students this is a more passionate experience than merely the sociological definition. Indeed, it enables the students and myself to explore new ideas in "satori" (the illumination of seeing things with new eyes). Hence, sociological Machiavellianism is justified because it is a means through which freedom can realize itself in social action.

Sense of Isolation

I've had some very trying times in my school and community situation. Because I am not a Mormon and because I have resisted conversion, I have often felt a profound sense of isolation. I have watched other non-Mormons convert or be "born again" in order to be socially accepted. I have watched them enter "alternation," and begin to fabricate or fictionalize

their biographies according to what they feel the Mormon culture wants to hear. But I find this highly hypocritical. I find this merely a corroboration of the abuses that the converts themselves will soon be perpetrating.

Fullfillment

These difficulties notwithstanding, I have formed some valuable social relationships with a few of my colleagues, other community members, and several of my students. And I would consider college teaching as much a challenge almost anywhere else, even if the social conditions are less constraining. I enjoy my work, and I am fulfilled by my intellectual and social contacts with students and colleagues. Above all, I am sustained by Paul Tilich's philosophical words: "Individualism or the courage to be in all its forms has, by itself, revelatory character. It shows the nature of being, it shows that the self-affirmation of being is an affirmation that overcomes negation."

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MAKING OUR COLLEGES MORE INTERNATIONAL: PROMOTING A SENSE OF WORLD COMMUNITY

Mary Ann Christison

Colleges and universities in this country can play an important role in promoting an awareness of other cultures, an awareness that is necessary for effective communication among the people of this world. Because new technological advances in communication and travel have brought our world closer together, the need for increasing our knowledge of other cultures, people, customs, and beliefs is greater than ever before. Two-year community and junior colleges share with the four-year institutions the responsibility to aid in expanding our knowledge of other cultures. Students need this kind of international education if they are to become better citizens of the world community. In this article, four areas of development for international education have been singled out for discussion: international student programs, study abroad, foreign languages, and faculty exchanges. Practical suggestions are given for the enhancement of programs in these areas.

International Student Programs

Many institutions promote international education on their campuses by recruiting and enrolling international students. The presence of international students on campuses provides American students with first-hand knowledge and experience of other cultures and values that may be different from their own. But any institution deciding to enroll international students also has a moral obligation to provide certain services that are specific to that population. These services must include such things as effective credentials evaluation and admission policies, cross-cultural counseling, English as a second language programs, foreign student advising, and a culturally sensitive faculty and staff. These services should include policies which advance the welfare of the international students/scholars at the same time they advance the welfare of the institution.

Policies should be avoided that exploit or discriminate against international students. This principle seems very clear, but in practice it is difficult to evaluate. For example, there is the controversy regarding whether an institution should assess fees to international students for the additional services they require. Some institutions are strongly opposed to assessing special fees for international students and scholars on the grounds that such fees are discriminating. International students should not be asked to pay fees that residents and nonresidents are not asked to pay. If the necessary services cannot be provided without assessing an additional fee, then the college should consider not recruiting and enrolling international students. Other institutions do not share this philosophy. They assess such fees, claiming that the fees are necessary to support the programs and provide the additional services the international student

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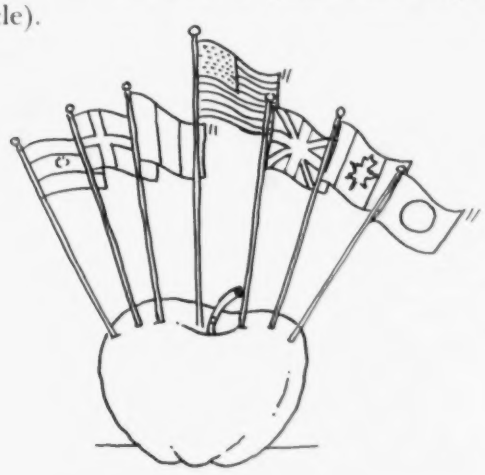
population requires. They claim that if the fees are minimal, it is not discriminatory since the students who receive the additional services pay the additional fees. Each institution must carefully evaluate its own budgets and programs and decide how the services can be provided. (For more information on policies and procedures for recruiting and enrolling international students contact the National Association for Foreign Student Affairs [NAFSA]. The address is listed in the resource guide following this article).



Study and Travel Abroad

Recruiting and enrolling international students is only one way to promote internationalism within two-year institutions. Some colleges are finding that study and travel abroad programs serve their needs much better than international student programs. Travel and study abroad provide many advantages to the students who participate. As a result of their experiences, they are more articulate, aware and outgoing than those students who do not travel. To quote an African proverb: "He who never travels thinks his mother is the only cook." Students who travel know more than one cook. They become much more knowledgeable people because they have the opportunity to interact and learn from other people whose values and cultures are different from their own. Though both travel and study abroad programs are beneficial, they differ slightly in their approaches.

Study abroad. Study abroad programs are usually designed for a quarter or a semester and are held on the campus of a foreign college or university. Students can receive credit from U.S. institutions for study done at the institution abroad. Granting of credit varies and is flexible among the U.S. institutions. If you are just getting into the business of study abroad, it is probably best to associate with one of the many study abroad schools or universities having its own facilities and programs. Matters of foreign credit, visas for students, etc. present numerous problems for the inexperienced with such programs. There is generally no charge for smaller two-year colleges to use already existing study abroad programs at larger universities. In fact, many larger programs promote their study abroad programs nationwide and actively seek out the participation of smaller schools. The universities employ their own faculty to accompany the study abroad group so there is no charge to the two-year institutions. Considering tight budgets, this may be exactly what your institution is looking for since there will be no expense to your institution to employ additional faculty during the quarter or semester of the travel abroad program. (A selected list of such schools and agencies appears in the resource guide following this article).

Travel abroad. Travel abroad is slighty different in its scope. Travel abroad programs are usually shorter, from one to four weeks, and take place during the quarter break or summer period. Limited credit can also be awarded for this type of program though it is usually not the main focus. Again, if you are just getting into the business, it is a good idea to work with one of the agencies listed in the resource guide. There is no expense to your institution; in fact, most agencies offer free trips to the faculty advisor who recruits the students and organizes the tour at the institutional level. In other words, faculty members travel free with the student group! These agencies handle all the travel arrangements and employ personnel in the foreign country to make arrangements for housing, meeting you at the airport, and conducting

the daily tours. Of course, if you have faculty who are experienced in foreign travel, you can also design your own program. We have done both at Snow College but recommend using the travel abroad agencies because of the extra effort required to design your own and the increase in costs.

Foreign Languages

Promoting foreign languages is yet another way of making a school more international. Besides the obvious advantages of ability to communicate with a greater portion of the world's population and increased job opportunities both domestic and foreign, most professional foreign language educators also agree that the best way to learn more about your native language is to study a foreign language. Students begin to understand how their own language works as they learn more about the syntax and lexicon of the foreign language. As new information is introduced, students begin to broaden their perspective and become more open-minded about language differences.

As valuable as the study of the language itself is, the culture that is presented in any good foreign language class is equally valuable. The cultural component of such a language course is provided by filmstrips, videos, audio tapes, magazines and newspapers, all of which, provides students with a wide variety of new ideas to consider and explore. A natural extension of formal foreign language study is the formation of extracurricular clubs or organizations where students experiment with foreign cuisine, music, dance, etc. Institutions must establish foreign language programs with foreign language classes staffed by instructors who are *qualified* language instructors: not only fluent and competent speakers with experience in the foreign country, but also trained in modern second language teaching methods and familiar with what is currently known about the nature of second language acquisition.

The particular languages for instruction will, of course, vary from institution to institution. However, Spanish is the most immediately useful language for most Americans: there are 20 million Spanish speakers in the United States with numbers increasing constantly. French, German, and Italian are also popular languages for study. Japanese, Arabic, and Chinese are on the increase.

Faculty Exchanges

Another way an institution can promote internationalism is through faculty exchanges with a foreign university or college. Faculty exchanges work well, and there is no additional cost to the institution. Faculty members simply exchange (including homes and salary), positions for one year, though sometimes salary is negotiable. Such arrangements also allow faculty to take their families when otherwise it would not be possible. Faculty members usually negotiate the exchange with a faculty member at a foreign university. If you have no contacts at a foreign university, then simply select a country and locate an institution. Write the department with specific details concerning the type of exchange desired: how long will it be, what will the salary be, what will be the responsibilties, what are the qualifications, what home exchange can be made, etc. All of these details should be worked with the U.S. institution before you write if you desire a response to your letter. You might also recommend a sister institution relationship for exchanges in the future.

There are, no doubt, other ways of making our two-year institutions more international. I have listed only four of the most common. Perhaps your institution will try all four or focus on only one, or you may take an entirely different approach to internationalizing your campus. Making our colleges more international gives our students a better understanding of the world view of this culture as well as a clearer perspective on other cultures. In this way, we can respond to the hard-to-define yet very real growing sense of world community.

Resource Guide

International Student Programs
National Association for Foreign Student Affairs

1860 19th Street, N.W.
Washington, DC 20009

Travel Abroad

American Educational Travel
650 Cambridge Street
Cambridge, MA 02141
617-495-0140

Bravo Tours
182 Main Street
Ridgefield Park, NJ 07660
201-641-0655

Cultural Studies International
1325 Howe Avenue, Suite 210
Sacramento, CA 95825

Hispanidad Holidays, Inc.
Educational Student Tours
118-21 Queens Boulevard, Suite 502
Forest Hills, NY 11375
718-261-2112

Study Abroad

American Academy of Overseas Studies
158 West 81st Street, No. 112
New York, NY 10024
212-724-0804

Carl Duisberg Society, Inc.
425 Park Avenue
New York, NY 10022
212-593-3030

The Humanities Institute
P.O. Box 18-B
Belmont, MA 02178

International Education
Alma College
Alma, MI 48801
517-463-7247

People to People International
Brown Center, 2420 Pershing Road, Suite 300
Kansas City, MO 64108
816-421-6343

School for International Training
Kipling Road
Brattleboro, VT 05301
802-257-7751

INTEGRATING COMPUTERS INTO THE CURRICULUM: THE PATH OF LEAST RESISTANCE

Nancy Smith

Computers are like mushrooms; they are popping up all over — in industry, on the home front, and in the classroom. The technical advances of the last decade are impossible for educators to ignore. College curriculum has and will continue to be affected by the emergence of the computer into more and more work environments. Traditional teaching methods and instructional climates will continue to be impacted by the dynamic nature of the technology that surrounds us.

The Struggle to Integrate

Integrating computers into college curriculum is not an easy task, and most community colleges in this country have struggled with the process. Some of the concerns surrounding computer integration into curriculum are timing, appropriateness, hardware, software, use, and funding.

Unfortunately, no one has provided the academic community with a step-by-step guide that answers all the questions and solves all the problems surrounding computer integration. Additionally, educational research and literature have not caught up with the rapid change in technology. The lack of "answers" and valid research present an element of "risk" that is unsettling for many educators.

Using Research To Limit the Risk

Utah Valley Community College — in spite of budget limitations — has taken a progressive stand on computer use in the classroom. The microcomputer is used not only in the traditional business curriculum but also in the technical areas of drafting, mechanics, engineering, surveying, architecture, and electronics. This progressive stance provided an environment for experimental research to be conducted before curriculum and computer integration decisions were made. The research conducted in the Office Education Department attempted to diminsh the "risk" factor by providing valid data to answer pertinent computer integration questions.

The Research Problem

To act or react? This is the question facing the Office Education Department at UVCC and other college business departments that are realizing a need to update and replace equipment that has traditionally been used for the teaching of typewriting and keyboarding. New methods of teaching typewriting are being introduced. Office education publishing companies and computer software companies are marketing typewriting and keyboarding software for use in the classroom, and many high school business students are exposed to the minicomputer and accompanying software long before they enter college.

Lloyd Brooks, Professor, Office Administration at Memphis State University, reported in *Business Education Forum:*

> Minicomputers are here to stay. Business teachers need to become aware of their capabilities and limitations and begin preparing students to enter a

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business world where minicomputers are going to become a standard business machine, as important and common as the typewriter or the calculator.

With the apparent move in the industry toward office automation, the Office Education faculty at UVCC found themselves faced with a number of unanswered questions. On the verge of making major equipment purchases, they needed to know whether they should purchase typewriters or computers. The purchase issue brought into play other questions more specific to curriculum: What is the best and most adaptable equipment to use in the teaching of typewriting? Can a student learn typewriting as well on a minicomputer as on a traditional typewriter? If a student is trained on a computer keyboard, will he or she be able to make a smooth transition from the computer keyboard to a traditional keyboard without significant loss of speed and/or accuracy skill? A research study was conducted to answer these questions.

Purpose and Design of Study

The study was performed at UVCC during Fall Quarter 1984 and Winter and Spring Quarters 1985. Students in nine sections of skillbuilding typewriting participated in the term-long study.

The research was designed to answer the following quesitons:

1. Will skillbuilding typewriting students taught on the IBM PC achieve the same level of skill competency as the control group taught on the IBM Selectric typewriter?

2. What is the transition effect when students taught on the IBM PC change to typeing on an IBM Selectric typewriter?

Methodology

Nine sections of skillbuilding students with equal abilities in speed and accuracy were utilized in the experiment. Seven sections were designated as control sections, and two sections were designated as computer sections. Tests for homogeneity of variance were conducted using the Bartlett-Box F test, and no significant differences in entry level typing speed and accuracy existed between the sections.

A teaching guide was developed to standardize the classroom procedures and included daily lesson plans that were followed by teachers in all sections. During the first week of each term, students in all sections were given a series of pre-tests to determine the students' entry level typing speed and accuracy rates. Students then used a pre-determined scale to set speed and accuracy goals for the term.

A major difference between the control sections and the computer sections was the learning instrument. The control sections were taught on IBM personal computers. Another difference was the development of a "Timed Type" software package for use by the computer sections. The software was adjusted by the student for a specified number of minutes or seconds. The student was taught to activate the timer by hitting a series of keys. At the conclusion of the specified time the package played a musical sound and locked the keyboard. Immediately the student's typing speed flashed on the screen.

The control sections did not have the benefit of instant feedback on speed. In the control sections the instructor used a stop watch to tell the students when to begin and stop typing. At the conclusion of all timed writings, the students calculated their speed manually.

Results

The findings of the study are based on the analysis of five variables related to the treatment groups: (1) goal words per minute,

(2) 10-week post-test speed, (3) 10-week post-test error, (4) percent of speed goal achievement, and (5) percent of accuracy goal achievement. In addition, students in the computer test group were given further measures to determine the transitional effect of moving from the computer keyboard to a traditional typewriter keyboard.

At the conclusion of the study, an analysis of the data showed no significant difference between the two test groups in typewriting speed achievement on three-minute timed writings. The computer-taught text classes, however, were more nearly accurate. In addition, when students in the computer test group were moved from typing on IBM PC's to typing on IBM Selectric typewriters, they were able to maintain their speed and accuracy scores.

Implications

The research design of this study was developed to answer some very specific questions for the faculty in the Office Education Department at UVCC. We were facing some substantial equipment purchase decisions and did not want to make a short-sighted decision. As is often the case, the Office Education faculty did not all "line up on the same side of the fence" on this issue. Some faculty members felt very strongly about continuing to teach typewriting on traditional typewriters, while other members of the faculty were willing to "risk" and to consider new teaching methodologies.

The use of experimental research, particularly conducted on-site, aided the decision-making process considerably. Faculty were willing to re-evaluate their decisions and became less resistant to changing traditional teaching methods when it was found that students performed as well on traditional typewriters as on IBM personal computers and that they could change from one teaching instrument to the other without loss of typing speed and accuracy. At that point, the decision was easy — purchase computers.

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COMPUTERS IN COMPOSITION: FINDING NEW CONNECTIONS

Linda M. Cunningham

At mid-morning of any weekday, fifteen to twenty students, concentrating intently, sit at computers in the writing center at Salt Lake Community College composing essays for their composition classes. That they can do this after less than two hours of instruction is commonplace today. Three years ago I wouldn't have believed it possible. But three years ago I knew virtually nothing about computers and word processing, and yet I thought computers could do just about anything. Now that computers are an integral part of my workday experience, I know enough about word processing to answer most student's questions about it, and I have worked with computers long enough to be able to appreciate how unrealistic our expectations were when we first started using them. While some of our original notions have proved unrealistic, the vision of what computers can do for composition is expanding.

Plunging Forward

A decade or so ago, schools that had money available were eager to be among the first to buy computers, and English departments were impatient to try the new technology. Our experience at Salt Lake Community College was probably not atypical. In September 1984 we acquired 22 Digital Rainbow 100 computers and 22 LA50 printers. Blissfully unaware of how fortunate we were to begin a computer lab so well equipped, we plunged forward with some trepidation, but not enough knowledge to be thoroughly frightened by the task we had undertaken. As was probably typical elsewhere, enthusiastic, but untrained, faculty members (Judy Lunt and Deanne Thomas at SLCC) inherited the task of choosing software and instructing other faculty, lab personnel, and students in its use (See Ms. Thomas's article, "Computer-Assisted Writing: Do the Pros Outweight the Cons?" in *FOCUS*, September 1985). Ms. Thomas introduced herself to word processing by typing a thesis during the summer. She emerged from this initial experience enthused about word processing and aware of some of the hazards (such as losing hours of work when someone accidentally kicks the plug out). Eager to open a computer writing lab for student use, we bought DEC's version of the Easy Writer word processing program. We replaced Easy Writer the next year with Freestyle, largely because Freestyle offered a tutorial program to help students learn to use it. After using the tutorial for a quarter we determined that we could give students the basic instruction they needed better than the tutorial could. In the Summer Quarter, 1986 we bought the market leader, Word Perfect, and after using it for three quarters, we feel we have finally found a word processing program we can live with.

Salt Lake Community College already had a writing lab and part-time tutorial staff, and with that skeleton crew, a computer lab was opened to students (about fifty hours a week

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at first — now seventy hours a week). A student trained in data processing was also hired to help with programming problems and basic computer maintenance and trouble-shooting. With good financial support, we were also able to buy a spelling checker and a text analysis program (Grammatik). We had implicit faith that with enough money at our disposal, we could make the computer do much more than just word processing, and we looked forward to buying more sophisticated text analysis programs, spellers with 80,000 plus vocabularies, and some good interactive grammar software. At the beginning of each quarter we trained all English 99 and 101 students in basic word processing while continuing to offer individual writing tutorials.

A New Generation

Now we are beginning to see a whole new generation of computer literate students and instructors. When we ask a word processing-instruction group how many students have had previous word processing experience, one third to one half of the students raise their hands. Most instructors, no longer able to resist the enthusiasm of their word processing colleagues, have learned the basics and are solid promoters of the advantages of word processing over typing or writing by hand. Both students and instructors agree that even if computers could only offer word processing, they would still be worth having. The ease with which text can be composed, modified, edited and revised makes writing a more attractive activity to more people than ever before.

While we are gratified with the advantages word processing offers to all writers, we must admit that some of our original expectations have not been met. Instructors looked forward eagerly to good text analysis programs that would give a student important feedback on his writing, but most of the feedback from text analysis programs is irrelevant (with the exception of spelling checks, readability indexes, and the "be" forms of verbs). Much of the feedback is of no use to students because they don't know enough about writing to understand what it means (Pedersen, 1987). Additionally, most text analysis programs are not able to check for the qualities that instructors consider most important in their evaluations (like organization, coherence, detail). Since spelling checkers are clearly of value to many students, we hungered for the largest spelling checker on the market only to find that the larger the speller's vocabulary, the greater the chance of form/from errors. Our hopes for good interactive grammar software have not been realized, since most such programs are written for Apple and IBM, not for the Rainbow 100.

New Connections

These few disappointments are minor compared to the new uses we are beginning to recognize for the computer in composition. Across the country, innovative instructors in colleges and universities are creating new connections between computers and the writing process. Some teach in classrooms with computer display monitors which allow an entire class to see, on the monitor, work that a student or the instructor is doing on a computer screen. (Chalk dust may soon be just a dim memory.) Creative instructors are designing writing instruction and exercises so that they teach basic word processing skills at the same time. For instance, in a simple pre-write program a student learns to move up/down, backward/forward in the text using the cursor control keys, to create new paragraphs or start

a new line using the RETURN key, to delete and correct errors, and to make simple insertions in the text or even to move text from one place to another (depending on the design of the pre-write). If a computer lab has networking capabilities, peer response groups can work together on-screen, and the writer whose work is being critiqued can make changes and save them as the group works together.

Other Uses

Interesting and valuable new uses of computers will continue to be developed. Students and instructors will design their own pre-write programs based on their preferred pre-writing strategies. An instructor will teach revision from a computer monitor, highlighting sentences that might be combined, pressing a RETURN when a student essay begins to wander to a new topic (showing the need and the means for creating a new paragraph), inserting words or phrases to clarify meaning or add interest, and much more. A computer will "read" a student's essay aloud, exactly as the student wrote it. A student can then hear errors he/she did not recognize in writing. (This technological advance is already in use at North Iowa Community College in Mason City, Iowa where DECtalk's computer simulated voices read student papers while students follow along on their document printout, marking places where changes are needed.)

The most important next step in this process is for instructors of composition to become adept at word processing, using it exclusively for their own writing. Then, using their own experience and their knowledge of the composing process, instructors themselves will be in the best position to suggest important new connections between writing and the computer. The combination of technological advances and instructor creativity will yield exciting, new computer uses tailor-made for the composition classroom.

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ARTICULATING A LIFELONG COMPREHENSIVE CURRICULUM: EDUCATION FOR THE WHOLE PERSON

Happi T. Hansen

An important concept in education since earliest recorded history that has been challenged repeatedly continues to surface as a primary aim: education for the whole person. Whether the educational product is referred to as the Renaissance Man, a liberally educated person, the well-rounded individual, or the self-actualized person, the concept of educating individuals in all aspects of life has prevailed. In today's rapidly changing world of technology and science, a new twist has been added: education for the whole person must extend beyond the doors of traditional educational institutions to span a lifelong requirement for continued learning and growth. As community colleges recognize this lifelong need for learning and try to identify the component parts of education for the whole person, neither the time-worn formula for basic education (the 3 R's) nor the vocational/career education concepts are adequate. The basics of lifelong education for the whole person should, however, include reading, writing, arithmetic and marketable skills; beyond these, it is necessary to explore a number of more complicated but vitally important areas, including the humanities, social sciences and law, and resources for lifelong learning that include skills in decision-making, problem solving, and values clarification.

Back to Basics

The primary motivation for the back-to-basics movement at the elementary/secondary level during the '70s and into the '80s seems to have been twofold. First, society had come to recognize a decline in the level of basic competence attained by students who are completing the more broadly conceived curriculum introduced in the '60s and early '70s, as if by offering an extended education we make it impossible to master the basics. Secondly, education for the whole person is expensive, and many feel that by laying a basic foundation in school, it would then allow each member of society to pursue a continued, more broadening education on a nontraditional, self-directed, and hopefully less expensive basis. A recent panel discussion on community college teaching and learning proposed the idea that it is the community college's responsibility to give students the skills to make a living first, and the skills to make life worth living can be gained as a leisure time activity.

Because there is little agreement on which direction should take priority, it is time community colleges addressed curricular decision-making through a carefully articulated look at what students are learning, not just in the two years spent at a community college but in the K-college years and beyond. By doing so, perhaps it will be possible to provide the basics each member of society will need to live a successful life and at the same time to establish a base upon which each individual can build a personality program for lifelong pursuit of knowledge which will make his/her education

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adequate not only today, but for any number of rapidly changing tomorrows.

Advocating Articulation

As community college educators, it is easy enough to look on the back to basics movement or the career education movement as problems of the public schools. Community colleges are open access institutions, and as long as students can pay tuition, there is little concern for the curriculum to which they may have been exposed in public school, nor to the depth or breadth of knowledge with which they come to college. However, if colleges are truly committed to providing a higher education curriculum capable of meeting the needs of students, it is not only important for us to look at the first thirteen years of education; it is imperative to look at them in conjunction with what comes after.

Articulation is often perceived as ensuring that credits earned at the community college will carry credit toward a degree at a four-year school. For public schools, articulation is viewed as a way of ascertaining that local high schools offer the appropriate college or vocational prep programs that will ensure students a slot in the local college, or of avoiding repetition in the general education content covered in college prep or advanced placement courses in the high school.

Articulation, however, ought to include a more broadly based view. The curriculum of the lifelong learner ought to be addressed from three steps back (even before kindergarten), to allow those who establish the curriculum at any level (preschool, K-12, or postsecondary) to see how it all fits together, with a specific set of long-range goals in mind. By taking a careful look at the total set of competencies necessary to produce well-rounded, fully functioning members of modern society, then parceling out the territory to educational programs at different levels according to such criteria as developmental readiness, prerequisite knowledge and skills, relevance to societal roles at various lifestages, relationship to long-term competency levels, etc., it would be possible to ensure that the end result of formal schooling would be individuals who are (1) competent to function as useful members of the community; (2) confident in themselves and their roles as human beings; and (3) committed to a lifelong effort at self-directed continuing education (competence, confidence, commitment scheme from Ashael Woodruff).

As it is today, students leave school with one or more of several ailments: an under- or overdose of some "basic competencies;" an overwhelming case of the blahs toward learning of any kind; an anemic appreciation for the fine arts and related knowledge and skills; a brain and/or musculature system that is perennially over- or underdeveloped; a depressed appetite for continued knowledge; and, in many cases, a lifelong curvature of the moral spine. With as many doctors as there are in the combined administrative/curricular houses of elementary, secondary, and higher education, it ought to be possible to combine efforts to produce a curricular prescription that is not an outdated overdose of basic penicillin. Rather, it would be an updated combination of a balanced educational diet, moderate exercise of all body and brain functions, and appropriate doses of immunizing subjects to be administered in a preventive mode as necessary. The alternative is too much or too little, too late or too soon, to produce healthy, functioning members of society.

A Comprehensive Curriculum for Competence

What then is required to educate the whole person? to begin identifying the curricular areas, it is first necessary to get a view of the goal — the final outcome of the twelve to twenty years spent by an individual in "school."

First of all, if the world continues to change and knowledge of scientific and technological "facts" continues to grow exponentially, the first, most logical goal of "formal education" ought to be the preparation of men and women capable of continuing to learn — individuals who are prepared and motivated to seek continued education on an ongoing basis. In fact, employers are finding that the most valuable

employees are those who can adapt to change in the workplace readily and eagerly. Under lying this ability to continue to learn are two "basics" in the traditional sense, and a new basic skill area. Not as ends in themselves, but as means to the end of lifelong learning, individuals are compelled to learn to read with enjoyment and comprehension; to write with the clarity described by Robert K. Thomas: "not that it can be understood, but that it cannot be misunderstood"; and to utilize the thinking skills and educational resources available to continue updating basic knowledge.

Next, whether the world changes or stands still, for humans to maintain life it is necessary to provide a curriculum for the acquisition of certain life-skills. In this category (often called survival skills) falls the third traditional basic, arithmetic. the preservation of life in our society requires countless math computations, whether preparing the "staff of life" and "bringing home the bacon" or building and maintaining a shelter. Leading directly from the need to provide food and shelter, is the need for the "basic" curricular area of vocational or career preparation, without which we can provide little.

Other "survival" skills include those necessary to finding and keeping jobs and participating in a consumer-based society. These include (but are not limited to) responsible decision-making (which may be taught via any "subject matter" available) and the skills necesary to peacefully co-exist. This includes the social sciences, including citizenship, family relations and law, and interpersonal communication skills (speaking, listening, showing care, etc.) among others.

A final goal area that needs to be addressed by curricular decision-makers is introduced by the question: "Why is it that humans know so much about the preserving and destroying of life, and so little about enhancing it?" (John Green, Brigham Young University College of Education Mid-Year Conference, 1979). For life to be meaningful, preparation for it must go beyond merely learning to survive it. Men and women must learn to utilize those skills of perception and imagination that allow them to experience beauty, majesty and spiritual communion: not only do these fine arts provide a way of enjoying leisure time, but such exercise of individual creative abilities and appreciation of the world will directly enhance the motivation to continue learning and living and improve individual powers of thinking and decision-making.

Education for the Whole Person: A Basic Community College Goal

The focus of Aristotle's philosophy addressed the concept of "the good life." This bespeaks a life that goes beyond daily existence to the embracing of the very best of human potential. It means being the best, striving for excellence, not just in intellect, but in workplace skills, in spirit, in body and in relationships with others. Community college educators have a charge from society to provide equal opportunity to all for a basic education. Is there any educational function more necessary than helping students identify and use their basic human potential to its fullest? Surely the answer must be no — that a basic education for lifelong learning must be the education of the whole person, and not a brief flirtation with reading, writing, arithmetic and job skills. Indeed, the charge to all educators at all levels is to find a way to make basic education of the whole person a viable alternative to a simple vocational, basic, or even liberal education. Education, after all, is for human beings, and complexity is the stuff of which humans are made. A community college curriculum must be complex — comprehensive — to fulfill the mission for which it was designed.

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